

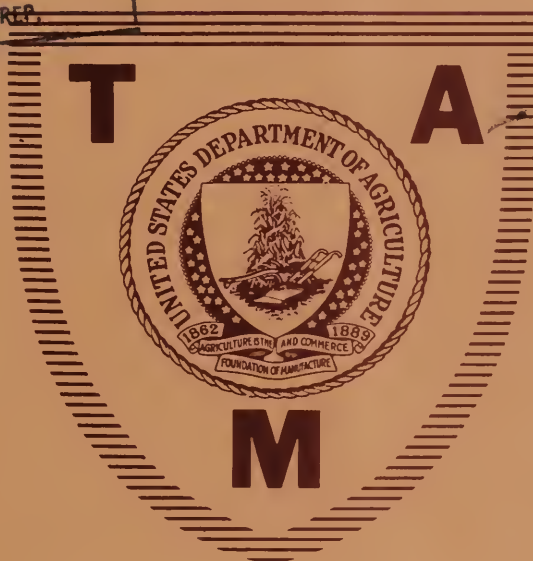
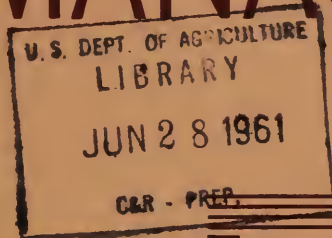
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# TRAINING IN ADMINISTRATIVE MANAGEMENT



## Workshop

**VIRGINIA BEEF  
RESEARCH STATION**

**FRONT ROYAL, VIRGINIA**

**OCTOBER 16-21, 1960**

**U.S. Department Of Agriculture**

UNITED STATES  
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## FOREWORD

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This summary report of the Training in Administrative Management Workshop held at the Virginia Beef Research Station, Front Royal, Virginia, October 16-21, 1960 was planned, written, edited and published as a part of the training.

Purpose of the workshop was to give a selected group of employees of the Department of Agriculture in Washington, D. C., an opportunity to inquire into the nature of management and administration, and to consider basic and fundamental principles of administration and management. The underlying goal was to fulfill governmental and departmental objectives of training a corps of potential executives capable of filling anticipated heavy future openings in the government executive ranks due principally to retirement.

Outstanding authorities were recruited from business and government to present and discuss their views on the broad subject of Administrative Management. Work sessions covered such topics as (1) Decision Making, (2) Planning as a Process of Administration, (3) Communications, (4) Public Relations, (5) Human Relations and Motivation, (6) Creativity and Innovation, etc.

Participants in the workshop sincerely appreciate the opportunities they had to learn and -- through the work sessions -- apply sound principles of administrative management. This experience is immediately useful in carrying out their present jobs and in appreciating the scope of management problems generally, as well as giving them some foundation for possible executive assignments in the future. Moreover, by giving them a week away from the day-to-day routine of their current jobs and exposing them to progressive and tested management ideas, the workshop gave participants a chance to become more effective public servants.





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## ACKNOWLEDGMENTS

We, the participants in the TAM Workshop at Front Royal, Virginia, wish to express our sincere gratitude to our agencies for having selected us to attend the Workshop, and to all those who helped to plan and organize this intra-Department training effort.

Our special thanks go to Albert T. Greateorex, the TAM Workshop Director, who provided excellent guidance to us during the week and who kept the Workshop operating smoothly and effectively during the week.

We extend our appreciation to the TAM Work Group and its Co-Chairmen, Ernest C. Betts, Director, Office of Personnel, and Joseph P. Loftus, Director, Office of Administrative Management, and to the Planning Committee for this Workshop. The members of the Planning Committee are:

Dr. H. Rex Thomas, Assistant Director  
Crops Research Division  
Agricultural Research Service

Martin A. Abrahamsen, Director  
Purchasing Division  
Farmer Cooperative Service

James R. Roberts, Director  
Eastern Area Administrative Division  
Agricultural Marketing Service

Ronald C. Callender, Director  
Trading and Reports Division  
Commodity Exchange Authority

Joseph B. Long, Assistant to Administrator  
Commodity Stabilization Service

William H. Callaway, Special Assistant,  
Program Operations  
Rural Electrification Administration

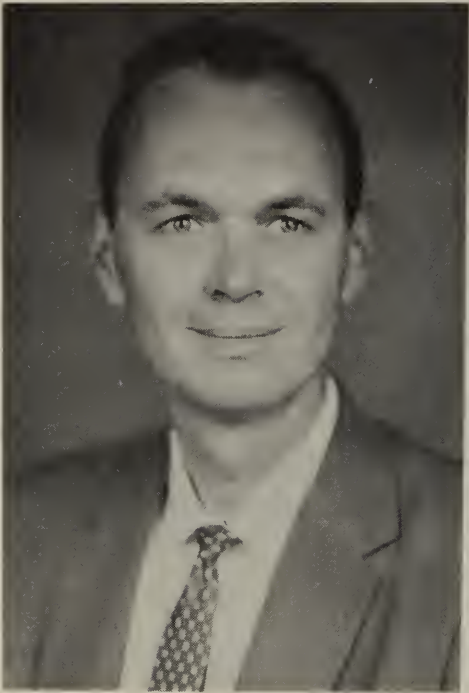
Elmer Mostow, Assistant for Staff  
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Kirby B. Payne, Chief  
Acquisition Section  
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Harry A. Steele, Head, Land and Water  
Section, Farm Economics Research Division  
Agricultural Research Service (TAM Institute Graduate)

John P. Haughey, Director, Personnel Management  
Division, Commodity Stabilization Service  
(TAM Work Group Representative)

Albert T. Greateorex, Office of Personnel  
(Executive Secretary, TAM Work Group)



## BACKGROUND AND OBJECTIVES OF TAM

by Albert T. Greatorex

Mr. Greatorex holds a B.A. degree in Biology and Education from St. Anselm's College, Manchester, New Hampshire, and an M.A. in Personnel Management from George Washington University, Washington, D. C. He came from the Department of the Navy to the Department of Agriculture as Employee Development Officer for the Agricultural Research Service.

### SUMMARY

A brief statement of welcome to the group was presented by Mr. Greatorex. He stated that a total of eight Leadership Development Institutes and some 35 workshops had been held for field employees during the period 1948 through 1959. In 1960, four "pilot" TAM Workshops for Washington employees were authorized by the Secretary's Management Improvement Committee. This workshop is the third in the Washington series.

Primary purposes of the Workshop were indicated as follows:

1. To assist those in management and supervisory positions to develop their skills and to strengthen their knowledge of sound management practices, and
2. To help them gain a broader understanding of the Department in terms of its agencies, functions and programs.

Mr. Greatorex listed the committee assignments of participants and indicated the general operating mechanism of the Workshop. He concluded with a statement that the Workshop belonged to the participants, and that the degree of success attained would depend entirely on the industry and productivity of those participating.

Each of the 30 participants gave a brief personal biography, including his name, birthplace, education, marital status and family, present job, and length of service in USDA.

Coordinator: Heyward Taylor, Forest Service

Summarizers: Oren R. Neal, Agricultural Research Service  
Donald S. Matheson, Agricultural Marketing Service

Charles E. Wylie

Charles E. (Ernie) Wylie began his career in USDA approximately twenty-five years ago, in the Resettlement Administration in Lansing, Michigan. He worked in the Regional Office of Farm Security Administration in Milwaukee, Wisconsin; and later in that agency's Cincinnati, Ohio, headquarters. His Washington career includes management services in the Department's Office of Budget and Finance, in the Office of Food Programs, Foreign Economics Administration, and in the Production and Marketing Administration and the Commodity Stabilization Service. He has been Assistant Director of the Department's Office of Administrative Management since July 1, 1958.



-I. GENERAL APPROACH

Mr. Wylie's presentation contained three primary elements:

- A. Brief history of the Department of Agriculture.
- B. A questionnaire to ascertain the present knowledge of Workshop participants concerning the functions of various agencies of the Department.
- C. Departmental organization and the functions of each agency.

II. HIGHLIGHTS

A. Department's Development. In describing the unfolding story of the Department's development he likened it to a slow motion picture of a nuclear explosion in agriculture, social and managerial technology. Attention was focused on the fact that institutions in a free society are the product of the power of ideas generated by the human mind and sustained by the human spirit. The Department is such an institution.

B. Four Eras of USDA History. The history of the Department recognizes four eras. They are:

1. 1785-1862 - Interest in agriculture was stimulated and efforts to create a Federal agency were initiated by various localized societies. The first Federal activity in this field occurred in 1830 under direction of the Patent Office of the State Department.
2. 1862-1889 - The Department of Agriculture was created May 15, 1862. Isaac Newton was the first Commissioner of Agriculture. Newton and six commissioners that followed gradually increased the scope of the Department's programs.



3. 1889-1933 - In 1889 the Department was given cabinet rank. Norman J. Coleman was the last commissioner and the first secretary. The period 1913-1933 saw considerable growth in the Department and enactment of much legislation dealing with problems of the times. These included production during World War I and surpluses after the war.

4. 1933 to the Present - In this period, particularly in the early years, much legislation was enacted broadening the scope of the Department's activity and creating action agencies to carry out the additional programs. During World War II the Department reorganized for the purpose of food production and distribution. Organization of the Department as we know it today was effected in 1953. (See chart on page 3 of Agriculture Handbook No. 45, USDA.)

C. Department's Objectives. Development of our Nation has increased the demands for agricultural services. The Department has grown commensurate with these popular demands. Department programs involve action, research and education. These objectives were stated as:

"The efficient production and distribution of essential food and fibres, wise conservation of natural resources, sound stabilization of farm prices and earnings, scientific investigation of newer and better methods, regulation of markets and trade in farm products and facilities and vital information to farmers and the consuming public."

D. USDA Total Manpower and Dispersal. On June 30, 1960, the Department employed about 85,000 people of which 11,000 were in the Washington area and 74,000 in the field including 925 in other countries. The field represents about 7,500 Federal operating locations (in 1861 total employment was a superintendent, four clerks, a gardener and several helpers). The investment of State resources in agricultural activities is said to equal the investment of Federal resources. These statistics are a reflection of the fact that:

"American agriculture is our largest industry, the one employing the most workers, with the largest single capital investment and the greatest gross value for its investment."

E. Program Organization and Agency Functions. There followed a discussion of program organization and agency functions, details of which appear on page 3 of Agriculture Handbook No. 45, USDA. Mr. Wylie stressed that to understand the Department is to appreciate it. Seeing the Department in perspective enables us to be more responsive to the challenges of our jobs; it helps us to bring each job into better balance with the whole; and it should make us better managers.

### III. SUMMARY OF DISCUSSION

The discussion on program organization and agency functions generated numerous questions and comments concerning the programs of the various agencies and relationship of programs.

#### References:

Directory of Organization and Field Activities of Department of Agriculture - 1960.

The U. S. Department of Agriculture, Organization and Functions - June 1958.

Activities of U. S. Department of Agriculture, Office of Budget and Finance, February 1959.

Some Landmarks of Department of Agriculture History (abridged)  
USDA Document No. 8 - June 1958.

Career Service Opportunities in the U. S. Department of Agriculture - Agriculture Handbook No. 45 (1959).

Title 9, USDA Regulations.

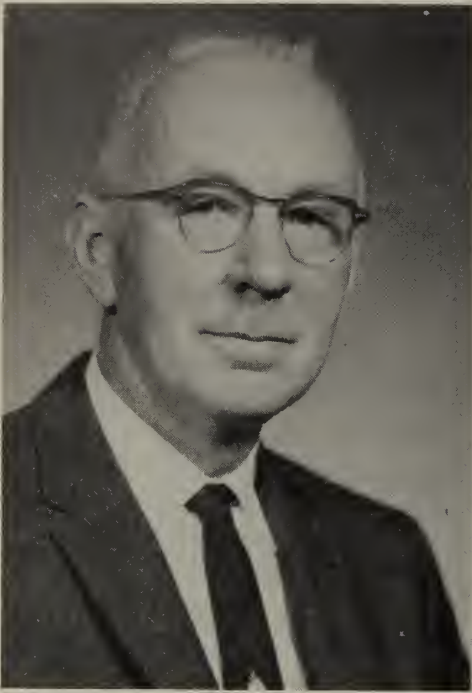
USDA Employee News Bulletin.

Coordinator: George E. Bradley, Agricultural Conservation Program Service

Summarizers: Claude S. Starr, Soil Conservation Service  
John C. Ashton, Commodity Stabilization Service



Clarence M. Ferguson



Mr. Ferguson was born on a farm in Ontario, Canada. He graduated from Ontario Agricultural College after majoring in animal science. He worked at Michigan State University and Ohio State University during the years 1922-1953. From 1949 to 1953, he served as Director of Extension in Ohio and, in 1953, became Administrator of the Federal Extension Service. He was appointed Assistant Secretary of Agriculture in September 1960.

I. GENERAL APPROACH

Assistant Secretary Ferguson addressed his remarks more exactly to the related topic, "Our Changing Jobs in a Changing Industry." He considered from his own experience how a person might arrive in a management position. He would have had a variety of experiences. Upon completion of his training, he would typically enter a specialized field. Later, he would become a generalist.

During this period and this experience, the worker loses touch with the "grass roots" farmer, not only as he was, but also with changes underway in agriculture. Nevertheless, he must serve an industry undergoing revolutionary change, and must find a way to keep in touch with its changing problems.

II. HIGHLIGHTS

A. Evolution of individual experience in a career in agriculture.

1. Different viewpoints on the farm, in county office, State, and Federal offices. Moving from one to the other provides a broadened viewpoint but with loss of intimacy with the man on the farm.
2. A man leaving the farm retains a memory, which later becomes nostalgia.
3. In college and later, he sees farming as a science and a business.
4. This man becomes a specialist in agriculture, then later a management generalist.



B. Change from specialized to management work.

1. As one leaves the work of a specialist working on problems of one farmer or one task and moves to a broader program, the individual becomes administration-centered (a generalist).
2. This is more acute at the Federal than State level. Consequences in terms of maintaining contact are difficult because of geographic differences, soils, climate, etc. But people are the same wherever you work with them.

C. These conditions call for evaluation. What am I doing now? What should I be doing?

The job of the administrator is to remove roadblocks to program planning and execution. This is done through many jobs and avenues: personnel, budget, review, etc. Wisconsin center cited as a training center for State level extension administrative personnel.

D. Changing agricultural industry. In our lifetime, we have seen more happen in science, agriculture, and industry than in all recorded prior time.

E. What is agriculture?

1. Farming and agriculture are not synonymous.
  - (a) Farming is only a core.
  - (b) Agriculture much greater than farming.
2. Looking back.
  - (a) A generation or so ago, the farm produced 95% of energy used.
  - (b) Grew own supply of food for winter.
  - (c) Little mechanical equipment.
  - (d) Only required cash for horses, salt, education, preacher, plow.
3. Present time.
  - (a) Neighboring farms combined.
  - (b) 96% of energy purchased.
  - (c) All mechanized.
  - (d) Farms largest market of industry for automobiles, steel. Largest borrower.

F. What lies ahead?

1. Fewer farmers.
2. More technological change.
3. Farmer will be a practical scientist in chemistry, genetics, botany, pathology, economics, plus a businessman.
4. Farmer no longer stands alone. He is more dependent on the economy.
5. But farm will remain family centered, not a corporate enterprise.
6. The farm still only the core of agriculture.

G. Units of agriculture.

1. The farm, the production core.
  - (a) 100 years ago, farmer fed 4.5 other persons.
  - (b) World War II: 12 others.
  - (c) Today: 25 others (rapid acceleration of trend).
  - (d) Top farmers today feed and clothe 40 others.
  - (e) Can readily go to one farmer feeding and clothing 100 others.
2. Transporter of farm goods.
3. Processor.
4. Wholesaler.
5. Retailer.
6. Consumer (perhaps the most important).
7. Worker for State Colleges and USDA.

H. The increase in number of persons fed and clothed by one farmer is dramatic. This may be one of the truly great accomplishments of history.

I. "Give us this day our daily bread."

1. This prayer very urgent in time of Christ and most of history. Prayer answered today in part of world.
2. It is a part of our social system.

3. It is part of our industry.
4. One source of the answer is our government philosophy; to serve.
5. Our part as government managers is one part of that service.

J. Our job as government managers.

1. Better human relations.
2. Better communications.
3. Better decision making.
4. More creativity and imagination.
5. Better planning of programs.
6. Better selection and training of personnel.
7. No room for complacency or mediocrity.

"Your value lies not in what you do but what you can get others to do." (Approximate quotation of Seaman A. Knapp.)

### III. SUMMARY OF DISCUSSION

The extended one-hour discussion period centered on two questions:

1. What are the future needs or direction of agriculture as reflected in the Department's interest and responsibility?
2. How can Departmental employees get the opportunity for the needed on-farm contact and experience so as to be alert to present-day conditions?

As to the first question, five points were enumerated:

1. Increased growth in world trade and foreign affairs - need to increase export of know-how as well as goods.
2. Expanding basic research and utilization of research.
3. Interrelationship of agriculture and the general economy will become critical and complex.
4. More consideration of chemicals from viewpoint of food, use, hazards.
5. Possibilities of being on the brink of a great breakthrough on mechanized communications.

As to the second question, there was no conclusion. Mr. Ferguson cited his program of several years ago of getting his whole staff in the field as one possible approach.

Coordinator: David M. Adison, Rural Electrification Administration

Summarizers: John H. Rixse, Rural Electrification Administration  
Stanley F. Krause, Farmer Cooperative Service



## DECISION-MAKING

Dr. Nathaniel Stewart

Dr. Stewart received his Doctorate Degree from Columbia University. His record of public service includes service as Executive Assistant on the Hoover Commission. His current affiliations are: (1) Deputy Chief of Training, Public Administration Division, International Cooperation Administration; (2) a principal lecturer for the American Management Association; (3) faculty member of the Penn State and George Washington Universities in the field of management development; and (4) writer for Nation's Business Management Review.



### I. SPEAKER'S APPROACH

Dr. Stewart's treatment of the topic centered around what he called "the three dimensions of decision-making." These are:

1. The personal capacity of the responsible official.
2. The extent of delegation to subordinates.
3. The extent of decentralization or delegation of decision-making from the headquarters to the field.

### II. HIGHLIGHTS

A. Personal Responsibility. Decision-making always involves some element of risk. This is inevitable, since decisions must necessarily deal with probabilities rather than certainties. The decision-maker's real task is the intelligent handling of risks.

Modern management is, however, getting away from the individual or "lone wolf" type of decision-making, which frequently is based on bias, emotions, tradition and intuition. The recommended method is, to the extent possible, to base decisions upon facts established through research, staff studies, and competent advice.

Dr. Stewart stated that speed and volume in decision-making is a faulty criterion for determining a good decision-maker. The executive who places a high value upon his time must allow enough time for the right decisions. The good decision-maker reserves unto himself the making of only the most important decisions, such as those involving staffing, budgeting, public relations and how best to serve his superiors.

When executives find that they do not have time to make right decisions, increased decision-making authority should be delegated to competent subordinates -- thus reserving the top man's time for review of such decisions.

The tests of a good decision are: (1) it must be technically accurate, (2) have a good acceptance potential, and (3) produce as few harmful side effects as possible.

B. Delegation to Subordinates. The fact that delegation of decision-making authority to subordinates involves risks is well recognized. It is, however, one of the primary functions of the superior to coach and train subordinates in the art of decision-making. Dr. Stewart stressed the point that in making delegations it is imperative to keep communication lines open; i.e., one cannot "delegate and forget." There must be almost co-equal status in exchange of information to arrive at a meeting of the minds. The only true delegation is one in which not only the duties but the full decision right is vested in the subordinate.

It is equally as important to know what to delegate, as what not to delegate. The former should include only tasks within the subordinate's job, and which tap his talent in making a positive decision, and will conserve his superior's time; the latter includes planning of the over-all work, coordinating line and staff problems, and personal assignments. For delegation to be successful, it is essential for the subordinate to have the "feel" of the tasks at hand, to know existing policies and limitations, the expectations or "yardsticks" and to work in an atmosphere of freedom to communicate as necessary in execution of the assignment.

C. Decentralization and Delegation to Field. True delegations to field installations should consist of managerial functions, and not be mere geographic distributions of workload. Headquarters must, nevertheless, retain the responsibility of planning for the attainment of over-all objectives, for coordinating, and for exercising controls; the field has the responsibility of implementing policy, directing the execution of programs, and in interpreting policy decisions to the public.

Coordinator: Kelvin Dorward, Agricultural Research Service

Summarizers: William R. Moore, Soil Conservation Service  
Edward M. Loweree, Office of Personnel



S. Preston Hipsley



Mr. Hipsley is a faculty member of the School of Business and Industry Management, University of Baltimore, Maryland. He was Education Director of the Baltimore Gas and Electric Company. Subsequently, he entered Government Service as Director of Training of the Government Printing Office. There he was later promoted to Director of Personnel and later Assistant Executive Officer. In 1960, he received the Government Printing Office Distinguished Service Award.

Mr. Hipsley was born in Baltimore, Maryland, on December 21, 1895.

I. GENERAL APPROACH

In establishing a frame of reference from which to discuss planning, Mr. Hipsley stated that policy planning is a top management function. Planning is an integral part of any managerial performance and deals with the threefold decisions involving (1) what shall be done, (2) who shall do it, and (3) when shall it be done. In planning procedures the scientific method may be successfully adapted in that the problem is defined, alternate methods are developed, the option is selected which appears best adapted to solve the problem, the results are evaluated for the option selected, and finally in light of experience one reconsiders, scraps unsuccessful plans, and starts over anew.

II. HIGHLIGHTS

A. Characteristics of Good Planners. A good planner has certain distinguishing characteristics. He must first of all be versatile. He is especially valuable as a planner if he is a practical man with a faculty for dreaming, or, in other words, a whole man with ability to keep his feet on the ground but always walks with his head in the air. A person, to be a good planner, must be as careful in rejecting impractical plans as he is to accept good ones. He trains employees or assistants to likewise plan, particularly in developing daily work assignments. Good planners establish relationships with those who execute the plans as well as participate in plan execution. A good planner may occasionally make mistakes, but he must be right most of the time.

B. Characteristics of a Good Plan. A good plan likewise has certain characteristics. It can be broken down into sub-parts. It is based on a clearly defined objective, is simple to execute, flexible, balanced, and uses available resources to the utmost before creating new resources. A plan, to be effective, should be made before the problem becomes acute and communicated to all concerned for their execution. It should have genuine support by top level management. A part of any good plan is continual review and evaluation in terms of new facts and research. Formal provisions should be made to develop good plans. Even a good plan remains only a strong possibility until it is tested. One can distinguish whether plans are good only in retrospect.

C. The Planning Process. The planning process evolves through six stages:

1. Stage of confusion.
2. Stage of gathering information.
3. Stage of incubation.
4. Stage of framing an idea.
5. Stage of re-checking, reappraisal and re-evaluation.
6. Stage of communication of the idea.

D. Why Planning Programs Fail. Failure of any particular program of planning may result from:

1. Failure to make decisions or lack of implementation.
2. Too much reliance on committees. In committees responsibilities are divided and hence needed decisions are seldom made.
3. Failure of planners to work more closely with those involved in operation. Planners should be also operators.
4. Failure to provide parallel planning.
5. Failure to put plans in writing. It is vital to put plans down in writing.
6. Lack of support of top management. Such support should be assured before attempting to execute plans.

E. Strategic Factors in Planning. Strategic factors in planning may be summarized by:

- S - Sunken costs. These should be disregarded in planning, and charged to experience. You must go forward.
- C - Constant factors. These should be eliminated in decision-making.

- I - Improvement - must be preceded by deterioration. Things always get worse before they get better.
- P - Past performance. This can be a guide but is often misleading. Weakness is that facts are always of the past, not future. No assurance that future will directly reflect the past.
- A - Accept unpleasant reality. We tend to reject unpleasantness, but this is a mistake and may lead to improper planning.
- T - Trial balloon. Vital in planning because it tests the plan and points out weaknesses.
- R - Risks - which must be a part of all planning. One must weigh the risks and choose a path of least amount of risk.
- A - Advantages. Successful planners transform disadvantages into advantages.
- P - Pope (Alexander) who advised us to "Be not the first by whom the new is tried, Nor yet the last the old to lay aside."

### III. SUMMARY OF DISCUSSION

A simulated exercise was used to illustrate the lecture and give participants an opportunity to play roles in planning to solve a problem in a hypothetical Government agency. The exercise provided practice in the various elements of planning as presented in the lecture.

Coordinator: Galen Yates, Office of Information

Summarizers: August Kehr, Agricultural Research Service  
John D. Blacken, Office of Administrative Management



## COMMUNICATIONS

Leslie E. This



Leslie E. This graduated from Baylor University with an A.B. degree and a Th.B. degree from Southern Baptist Theological Seminary. Completed graduate Social Studies at University of Indiana. Currently Assistant National Training Director of the American National Red Cross, his previous experience includes Director of the Family Agency in Galveston, Texas, Home Service Field Representative, and Director of Personnel for the Midwestern Area of the American National Red Cross. He was communications and executive officer with the Navy during World War II and during the Korean conflict. Mr. This is also well known for his contributions to professional magazines in the training and adult leadership fields, and his conduct of workshops and conferences in supervision, sensitivity training, human relations, counseling, interviewing, and effective working with groups.

### I. SPEAKER'S APPROACH

The presentation dealt with concepts behind communications rather than techniques. In addition to the dynamics of communications, experiences in informal communications and illustrated methods and techniques for improving communications within an organization were discussed.

### II. HIGHLIGHTS

A. Communications in Broadest Aspect. Language is a system of names and words. We understand only when we know the frame of reference or the system being used. In addition to the personality of a person talking, communications are further complicated by:

1. Area differences.
2. Professional differences.
3. Nationality differences.
4. Racial differences.
5. Class differences.

Communication is also complicated by peculiarity of word logic because:

1. Dictionaries become obsolete.
2. Words are learned by their meaning.
3. Real meaning of words is in the nervous system of the speaker.

B. The Circular Process of Social Interaction (see Illustration A) - Step-by-Step Process.

1. The individual has some feeling about himself and has an attitude toward the other person with whom he wishes to communicate.
2. These feelings and attitudes become intentions toward the other person.
3. These intentions cause A to initiate some behavior toward B.
4. The behavior of A then is put out and passes through a screen which exists in B.
5. The behavior which A has put out is evaluated by B in terms of these expectations which tend to either support the expectations or to vary from them.
6. As a result of this evaluation, B develops some intention toward A.
7. This intention serves to motivate B's behavior (behavior output) back to A. In turn, B initiates some behavior.
8. This behavior of B goes through A's screen and he receives B's feedback which either supports or modifies A's expectations.

C. Barriers to Effective Communication.

Practical Exercise

1. Class divided first into groups of two, then into groups of six, to discuss: "What are the barriers to effective communication in staff meetings?"

Lessons Learned

1. Difficulty in listening to others while promulgating your own ideas.
2. A poorly organized statement or one which is too long and complicated inhibits effective communication.

3. Habitually anticipating what the other person is trying to say may result in gaps in communication.
4. The importance of having an objective attitude toward others and toward the topic or the person making the statement.
5. The possibility of arousing defensiveness in the person to whom we are speaking.

D. Informal Communications - Grapevine.

1. Circulation of rumors is defined mathematically as being directly in proportion to the interest people have, times the ambiguity of the information available on the subject.
2. Solution: Early recognition of a rumor situation and informing interested parties with relevant information.

III. SUMMARY OF DISCUSSION

Questions and discussion of answers developed during the presentation and practical exercise centered around the importance of the "two-way" concept of communication. Fundamental in all effective communication is the understanding and utilization of the "self" concept as portrayed schematically in Exhibit 1. Finally, if you can't get through to others, let others get through to you.

References

"Listening Is A 10-Part Skill", Nation's Business, July 1957.

"Listening to People", by Ralph G. Nichols and Leonard A. Stevens, Harvard Business Review, Sept.-Oct. 1957.

"Barriers and Gateways to Communication", by Carl R. Rogers and F. J. Roethlisberger, Harvard Business Review, July-August 1952.

Coordinator: Samuel L. Gardiner, Office of Plant and Operations

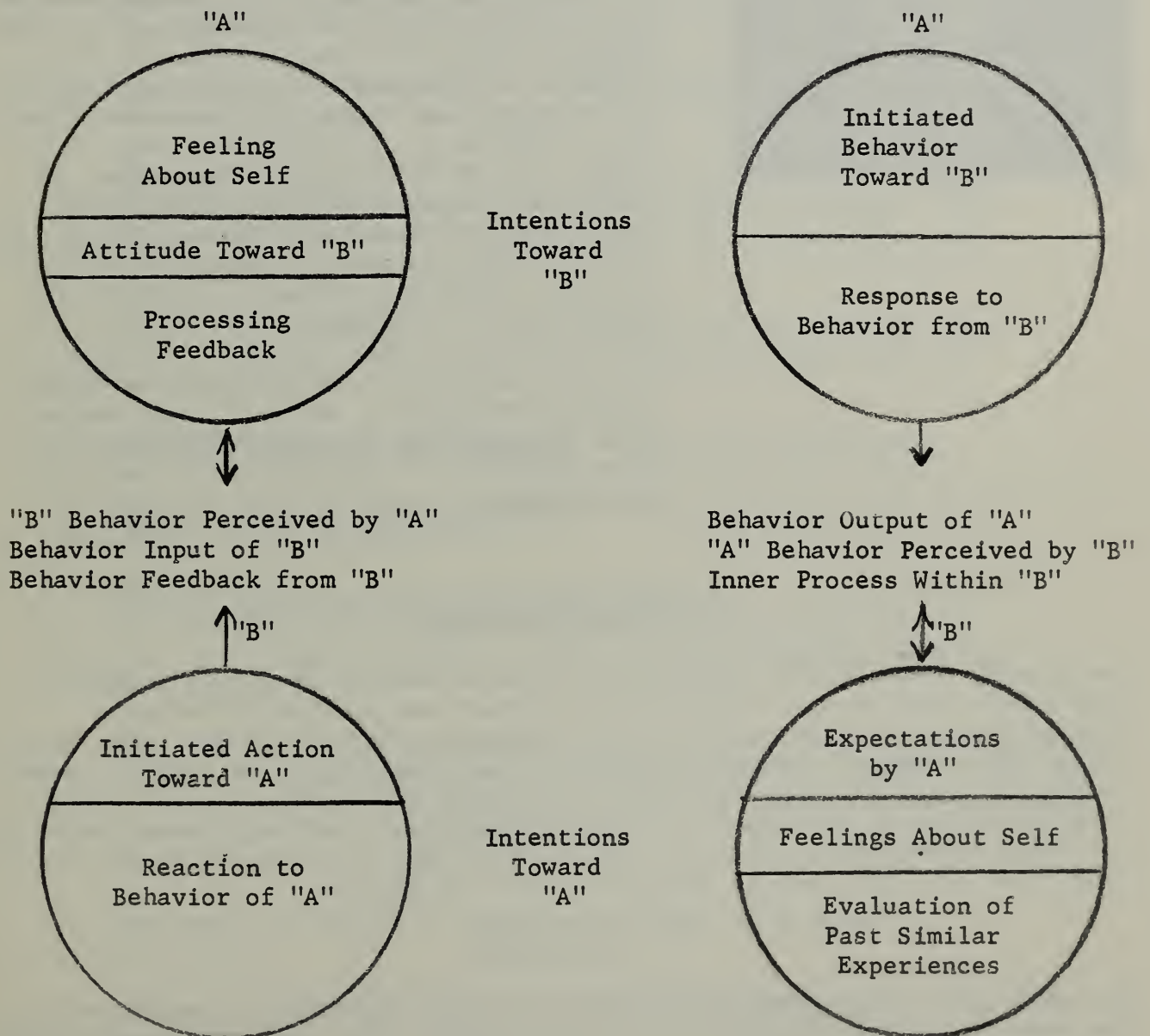
Summarizers: Chester F. Borantenski, Agricultural Research Service  
Eugene T. Olson, Foreign Agricultural Service



The Circular Process of Social Interaction

Inner Process  
Within Member "A"

Behavior  
Toward Member "B"



Dr. Arthur R. Laney, Jr.



Dr. Laney was born in Chicago, Illinois, and raised in Cumberland, Maryland. He received his education at the George Washington University, where he is currently a lecturer in Psychology. He received his Doctor of Philosophy degree in 1957.

Dr. Laney has had twenty years experience in personnel work with the Washington Gas Light Company where he is now Assistant to the Director of Personnel. He has also had 13 years experience in teaching and consulting in the fields of psychology and human relations. He has been a consultant under contract with the International Cooperation Administration working in Chile. During this time he trained Chilean management consultants and conducted seminars in industrial psychology and sociology.

He holds memberships in the American Psychological Association, national honor societies in psychology and psychodrama and is a past President of the Washington Personnel Association.

### I. SPEAKER'S APPROACH

The general theme of the presentation centered around the art of working effectively with people. Dr. Laney's approach was to discuss Maslow's "Classification of Basic Needs", point by point, with the group. Also discussed was Lindgren's dynamic approach to human behavior; the various common reactions to frustrations, as listed by Shaffer and Shoben in their book, "The Psychology of Adjustment". Also discussed were certain stated characteristics of engineers and scientists as executives. Dr. Laney discussed each facet and then invited discussion from the group.

### II. HIGHLIGHTS

The highlights of Dr. Laney's presentation revolved around the substance of the handouts and the discussion that they evoked, e.g., the basic human needs, according to Maslow, are:

FIRST LEVEL: The most essential body-needs -- to have access to food, water, air, sexual gratification, warmth, etc.

SECOND LEVEL: Needs that relate to physical safety -- to avoid external dangers or anything that might harm the individual.

THIRD LEVEL: Needs that relate to love -- to be given love, affection, care, attention, and emotional support by another person or persons.

FOURTH LEVEL: Needs that relate to maintaining satisfying relationships with others -- to be valued, accepted, and appreciated as a person; to be esteemed and respected; to have status; and to avoid rejection or disapproval.

FIFTH LEVEL: Needs that relate to achievement and self-expression -- to be creative and productive; to perform acts that are useful and valuable to others; to realize one's potentials and translate them into actuality.

Dr. Laney pointed out that administrators are primarily concerned with the fourth and fifth levels, since, in this country at least, the first two levels are generally satisfied and are not motivators; and that the third level can be assumed.

According to Lindgren (Psychology of Personal and Social Adjustment), human behavior is moving, dynamic - not static. His assumptions are:

1. Behavior is caused -- this is a recent revolutionary concept. Previously this was considered as due to a "spirit inside". This new concept has made possible great strides in working with criminals, delinquent children, etc.
2. Behavior is purposive -- it is rational and has meaning to an individual. Administrators may have to determine just what the employee has in mind.
3. Causes and purposes are multiple -- they are reactionary.
4. Behavior is a continuing process -- prior behavior has to be considered. This is cumulative.
5. Behavior involves the total human organism -- all phases concerning an employee must be considered - not only causes on the job - but off the job, as well. These include physical conditions (illness, etc.).

Another highlight in Dr. Laney's presentation involved the various reactions to frustrations. He pointed out that since all of us have goals of one sort or another, in working toward them we are also confronted with frustrations, and we react differently in making adjustments to them. The following are common reactions to frustration:

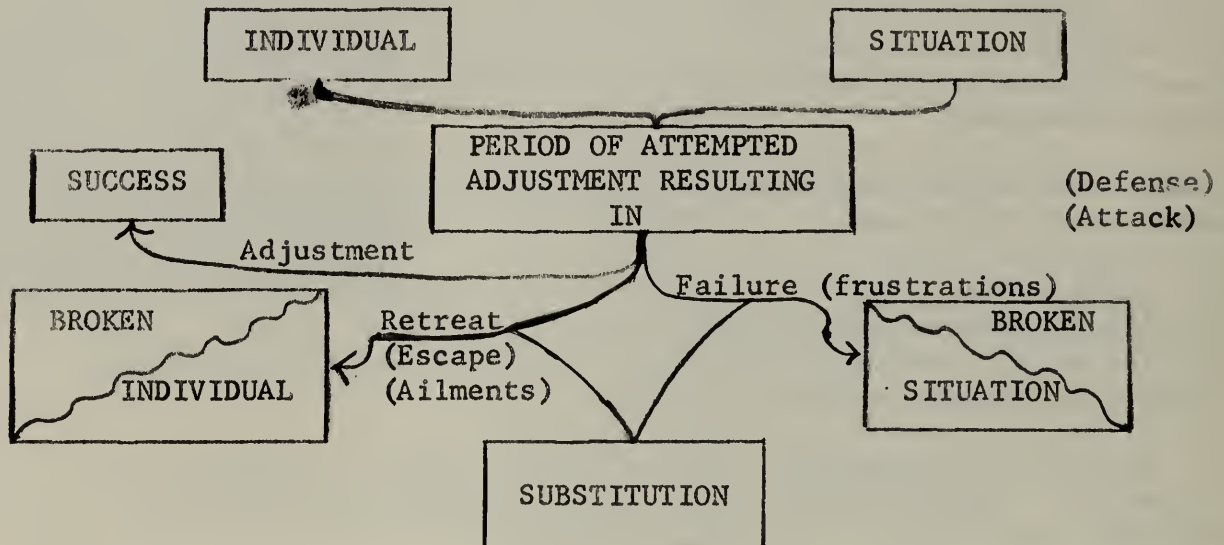
1. Adjustment by defense - attention getting, overemphasis, rationalization.
2. Adjustment by escape - isolation, daydreaming, refusal, regression.
3. Fear and repression - phobias, selective forgetting, obsessions, compulsions (both unnecessary and absurd), normal fears.



4. Adjustment by ailments - neurotic symptoms, malingering, speech problems.

5. Nonadjustive anxiety states - nonadjustive reaction (drive, activity...maintained emotional tension; common worry; hypochondriasis; somatization reactions (ulcers, asthma, essential hypertension); nervousness.

The pattern of adjustment or non-adjustment to a situation was schematically set forth as follows:



In order to make the best use of engineers and scientists, members of higher management should devote considerable time and effort to:

1. Assessing the managerial potential of their present technical employees,
2. Determining their aspirations and reasons for them,
3. Exploring the avenues of advancement available, and
4. Providing training so as to prepare the professionals for advancement.

Several guides for supervisors of technical subordinates were indicated that should aid in their search for management material among such technicians. Results of a survey indicated certain differences between engineers and scientists, and other workers. These were listed and elicited an indication of considerable group disagreement with the results.

1. Approach to Job - more responsible, objective and involved in their work.
2. Supervision Desired - greater freedom, more individualized and less routine supervision.

3. Recognition Desired - greater need for tangible and intangible rewards for their work and ideas.
4. Personality Characteristics - more ambitious, creative, analytical, introverted and emotional.
5. Goals - broader, higher and more definite.

### III. SUMMARY OF DISCUSSION

The general discussion evidenced high interest in each of the numerous sub-headings of Dr. Laney's presentation. Questions indicated much experience of members of the group in the subject of the varying types of adjustments or non-adjustments to situations, in how to help in satisfying some of the fourth and fifth level needs of employees; and divergence of opinion in the survey results regarding attributes of engineers and scientists as compared with others.

Coordinator: Malcolm H. Maclay, Commodity Stabilization Service

Summarizers: Gordon D. Livermore, Agricultural Marketing Service  
David M. Adison, Rural Electrification Administration

Mr. LeRoy Schneider



Mr. LeRoy Schneider is President of the Schneider Oil Company, Inc., the LeRoy Schneider Oil Co., Inc., the LeRoy Schneider Enterprises, Inc., and the Lexco Corporation in Roanoke, Virginia. He is now serving as Board Chairman of the Virginia Oilmen's Association and is Board Member of the Virginia Petroleum Jobbers Association. He is a member of the Marketing Training Council - American Petroleum Institute, Management Institute of Development Council of National Oil Jobbers, and the Advisory Board Creative Education Foundation. He spent six years as a Conference Leader in Creative Thinking Institute of University of Buffalo. He is now an Instructor of Creative Problem Solving and Suspended Judgment for Management in Sales and Supervision and a Business Consultant. The institutions at which he taught include the Michigan State University, University of South Carolina, William and Mary Extension, and University of Buffalo. He also gives private consultations.

I. SPEAKER'S APPROACH

- A. Emphasized using the "Creative" or original approach to problem solving by applying imagination.
- B. Demonstrated the effectiveness of determining the problem and the objective, then applying an open mind to its analysis.
- C. Applied the Chanel System, brainstorming, other formulae and techniques to problem solving.

II. HIGHLIGHTS

- A. Creativity. The creative approach in problem solving is to bring into being, or cause to exist a new way of solving problems by applying imagination. To be creative is to think up a new or original approach. This does not necessarily mean that the approach must be something that has not been tried before, it means that the approach is new to you.



Creative thinking is an ART

It is teachable

It is learnable

and above all, workable

Use your

Memory

Imagination

Judgment

Thinking can be fun. In application you must plan, make decisions, take risks, and live with them. Problem solving requires an open mind; problems cannot be solved with a preconceived mind impregnated with hatred, greed, and selfishness. Use the subconscious, develop an intuition, it is most helpful.

B. Mental Powers. In the use of the imagination, it should be noted that from the functional standpoint the mental powers are divided as follows:

1. Absorptive power - the ability to observe, and to apply attention.
2. Retentive power - the ability to memorize and to recall.
3. Reasoning power - the ability to analyze and to judge.
4. Creative power - the ability to visualize, to foresee, and to generate ideas.

Through the first two functions, we learn. Through the latter two, we think.

C. Reasons for Failure. Men fail for one of three reasons:

A physical reason,  
An emotional reason - or  
A social reason.

D. Learning. Three areas of the mind are used in learning:

1. The Conscious -- that of which you are aware.
2. The Preconscious-- the knowledge you store.
3. The Subconscious-- that of which you are not aware.

The subconscious is that segment of the mind containing a great deal of forgotten material which cannot be recalled at will, but will occur to us in our dreams (like the misplaced letter) or you will find through training and developing an open mind and a more favorable attitude that many deeply buried thoughts can be brought forth while awake as well as sleeping - not always, but sometimes during the course of solving your problem.

To be effective, a man must have the ability to absorb, retain, and communicate. Failure in the social factor is attributed to ABSORPTIVE and RETENTIVE powers. If we fail to observe or become conscious and aware of what is going on, we cannot absorb, retain, or store it in our PRECONSCIOUS - to be called upon at will in order to set up the mechanics of the REASONING and CREATIVE powers where we THINK.

Learn to listen. Jot down "key points" so as not to forget them, release your conscious mind to listen for more instead of blocking your learning by trying to use the conscious mind as a memory.

E. Maturity - Adaptation to Change. Man matures or finds himself at different ages, some early, some later and, unfortunately, some never; his ability to mature depends largely on his ability to adapt to changes. We might say his ability to adapt to changes could be partially tied in with his ability to satisfy his drives, of which we will cover as follows:

- D - His NEEDS are those innate and unlearned demands of his animal nature, and are satisfied by food, rest, exercise, shelter, comfort and the like. They are also twofold - Monetary and Psychic.
- R - His WANTS are related to self-preservation and are satisfied by protective measures against danger and threat to his existence and means of existence.
- I - His DESIRES are social in nature and are satisfied by love, friendship, acceptance, belonging, and other such forms of association with people.
- V - His HOPES are individual in nature and are satisfied by respect, recognition, status, appreciation, achievement, self-confidence, and other forms of individuality and independence.
- E - His AIMS are broader in concept and are satisfied by his own growth, personal creativity, self-fulfillment, sense of personal dignity, and any other form of attainment of his full human potential.

F. New Paths the Result of Barriers. New paths are made as the results of obstructions. Barriers, like frustrations, cause people to develop new mental habits and new urges to act. A person confronted with a barrier is annoyed by the barrier and will make an adjustment. Let's take a look at how the adjustment concept applies to the worker who finds himself in an uncongenial job.

1. DIRECT ATTACK. (Examples)

- (a) Study the mechanical equipment used in the work, if any used. Improve its design or invent new equipment.
- (b) Study methods of doing the work. Practice the methods and improve them.
- (c) Study the fellow workers and improve the human relationships. Influence the fellow employees and supervisors in order to have them like him as well as enjoy their work more fully.

2. SUBSTITUTE ACT OF POSSIBLE POSITIVE VALUE. (Examples)

- (a) Obtain or seek a transfer to another job.
- (b) Obtain or continue to seek employment elsewhere.
- (c) Compensate for dissatisfaction through a hobby; athletics, church work, art, etc.

3. SUBSTITUTE ACTS OF NEGATIVE VALUE. (Examples)

- (a) Criticize the job, the boss, the fellow workers or industry as a whole.
- (b) Feign illness or as a result of subconscious maladjustment, become too ill to work.
- (c) Adopt an air of superiority about the job.
- (d) Feel inferior in the job and avoid thoughts of the work as much as possible.

4. ADVANCED STAGES OF NEGATIVE VALUE ADJUSTMENT

- (a) Immerse himself in some mystical cult or pseudo-science, such as Hindu philosophy, astrology, palmistry, etc.
- (b) Isolate himself and avoid any possible failure by making no attempt to change his status.
- (c) Long for death and release from life's problems.

G. Mood Swing. A person's mood swing is between the 21st and the 36th day. After you know the time of a person's mood swing, adjust your actions and communications to it.

H. Know Objective. After a person knows his objective, the rest is easy - he either lives with the outcome, corrects it, or gets rid of it.



I. Analysis of Difficulty. To find out if the difficulty is physical, social or emotional, apply the following analysis sheet:

Analysis of Others		Self Analysis	
Liabilities	Assets	Liabilities	Assets
Above all	Look for the	Look for the	Above all
Be Honest	Best in others	Worst in self	Be Honest

J. Chanel System for Solving Problems. To solve a problem, it was recommended that the Chanel System be applied:

<u>Selection</u>	<u>Indoctrination</u>	<u>Training</u>	<u>Supervision</u>	<u>Human Relations</u>	<u>Public Relations</u>
Why				Physical	How
Where				Social	Why
How				<u>Emotional</u>	Where
When				D Needs	When
				R Wants	
				I Desires	
				V Hopes	
				E Aim	

K. Brainstorming. In brainstorming, get the ideas in quantity and evaluate later. In setting up a brainstorming session, observe the following:

1. Know your objective.
2. Have good communications.
3. Use pencil and pad to lock up ideas.
4. Make check list.
5. Set a deadline.
6. Set a quota of ideas.
7. Make a date with yourself.
8. Make a pointer.
9. You need a bell to eliminate any negative approach to ideas.

10. Serve a light lunch.
11. Get a loose attitude.
12. Use a spoon instead of a shovel.
13. Get a good start.
14. End your session.

### III. SUMMARY OF DISCUSSION

This discussion covered a broad field, offered an original approach to problem solving, generated much interest, and stimulated numerous questions among participants.

Coordinator: James E. Lee, Farmers Home Administration

Summarizers: Pauline B. Moore, Foreign Agricultural Service  
James M. Davis, Commodity Stabilization Service

Milton M. Mandell and Raymond L. Randall



← Milton M. Mandell has been head of the Management Testing Unit, Standards Division, Bureau of Programs and Standards, Civil Service Commission, since 1945. In this position, Mr. Mandell has been responsible for research work in the improvement of selection methods for all management levels. He is the author of the Commission's publication in the field of interviewing and the author of a monograph on selecting executives published by the American Management Association. He has been a seminar leader for the American Psychological Association and the Foundation for Research on Human Behavior on the subject of executive selection.

Raymond L. Randall, Advisor in Executive Development with the U. S. Civil Service Commission, was special consultant on executive development to Thailand for Indiana University. He has been Personnel Officer for the Bureau of Standards, Consultant to Brookings Institute on Conferences for Federal Executives and Employee Development Officer for the Federal Civil Defense Administration. Mr. Randall received his AB degree from George Washington University, his MS in Public Administration from Syracuse University, and he is completing work on his PhD at American University. He has written several articles on management which were published by Nations Business and other professional publications and is the author of "Executive Development in Action" which was published by the Society for Personnel Administration. →



### I. GENERAL APPROACH

This was a panel discussion with two distinct presentation periods. Mr. Mandell presented his topic between 9:00 and 10:15 A.M.; Mr. Randall presented his topic from 10:30 to 11:30 A.M., and the period 11:30 to 12:00 noon was devoted to group discussion. Questions and discussions with the group were handled by both speakers.



In his talk, Mr. Mandell placed major emphasis on the selection of managers. Some comments with respect to development of managers were contained in his remarks, relative to the role and the job of executives, and the qualification requirements for executive work. Mr. Randall, in his talk, supplemented the talk of Mr. Mandell. In addition, he placed major emphasis on the development of managers and executives. The discussion of retaining managers was covered briefly during the discussion period. Each speaker stated that the subject of retaining executives would constitute at least a 4-hour lecture session within itself.

## II. HIGHLIGHTS

A. Selecting Managers (Mr. Mandell). The standard procedures for selecting supervisors, managers, executives, etc., follow (1) tests, (2) interviews, and (3) other logical phases of reviewing or considering individual's management potential. However, tests in themselves, or interviews in themselves, are very ineffective. These methods, as are used, must be developed with considerable research and logic. In order to select executives effectively, we need to cross-check -- "triangulation". Do not use emotions or personal traits; follow a systematic analysis; use many methods. Before the final selection is made it should be checked by an outside qualified source.

Many failures result in the selection of executives because we look for perfection. Perfection is not obtainable. Greatest men in our history have faults and idiosyncrasies. Sometimes we establish arbitrary qualifications or base our selections on personal impressions. Many times, we use multiple irrelevant qualifications which hurt so much in effective selection. All executives have their weaknesses. We should look for their strong points. Many times the strong points compensate for the weaknesses.

Our greatest executives are those given responsibility relatively early in life. In order to develop executives out of specialists or scientists they must be given a variety of responsibilities with assignments in other fields. Executives must like to deal with people. Many of our scientists prefer not to accept management responsibilities because they dislike the kinds of details associated with administrative work. In the selection of executives, it would be well to use a panel of experts. These experts would use all available sources, analyze, and make the selection. Guides are helpful in selecting specific individuals to fill specialized jobs.

In selecting an individual for further executive-type training, you should look for those who are successful in their present job and show a promise of success in higher jobs. These are measured by:

1. Ability to gain the cooperation of his colleagues and staff members.
2. Has the needed experience and intelligence for higher level jobs.
3. Ability to work fast and adapt himself to varied conditions.

4. Have self-confidence. We do not have enough executives who trust their workers and delegate authority.

5. Should have a good understanding of the technical problems which would enable the executive to leave the details to subordinates.

In evaluating the employee-selection process, you should use a wide variety of related methods. Group discussions and analyses are perhaps the best. The loyalty of an individual, both to his job and to his professional integrity, is a good standard to consider. Some employees have resigned, rather than sacrifice their professional integrity.

Do not confuse intelligence with education. Education, in itself, is not a criteria to use in judging potential executives. Intelligence means balance and understanding. Sometimes the best men have been overlooked. Good people should not be disqualified because of educational limitations. The extent of potential performance of executives is indicated by their past performances. When using present job, select the important items to look for. Relate the work to the whole interest. Test characteristics to determine the potential. Determine the ability to accept and assign responsibilities in addition to the effectiveness of his work.

B. Developing and Retaining Managers (Mr. Randall). The development of all managers in the Federal Government should follow the general outlines of the development of all Federal employees, some of which are:

1. Develop a sense of service without a sense of subservience.
2. Develop a condition that will allow an employee to live with policy until policy conflicts with professional integrity.
3. Develop employees so that they get better pictures of themselves (self analysis).
4. Develop employees so that they ask the right questions in the right priority. The right questions sometimes are more important than the right answers. We do not know how people learn but we do know that by asking the right question people initiate mental activity.
5. Develop employees so that they can agree on methods to achieve objectives even though they may feel negatively about the objective.
6. Education and training are lifetime propositions, and the entire time a person spends attending all training sessions is very short in comparison with the time spent in training on the job.
7. Develop employees to look for rational, conscientious and logical methods of solution, not for gimmicks or pre-arranged determinations. There are no "Cookbook Answers" to most management questions.



8. Force delegation on employees and demand responsibility under strict discipline. This forces the employee to effectively delegate his duties. The delegation of responsibilities on the job is the most effective method of training.

The need for good managers in the Federal Government is great.

1. Two-thirds of the top executives in the Federal Government will be gone in 1970; 2/5 of them will be gone in 1963. The Government must train the replacements for these executives. Political appointees in executive positions do not stay long enough to give appreciative or effective help. In 1958, 70% of all political appointees stayed less than one year in government service.

2. The lengthened effectiveness of decisions has made it imperative that Government executives be the very best and particularly for foresight. The effectiveness of some decisions made today will not be known for 10-20 years hence.

3. Enormous demand for employees for all work means that all people in the country as well as all Government employees must be developed.

The "Universals" for all development may be summarized as follows:

1. Self Development.

(a) There must be motivation for what an employee wants to learn and what he should learn.

(b) Personal and organizational goals are different and to compromise the two, counsel, appraisal and follow-up are required.

(c) Training is continuous. It runs from the cradle to the grave.

2. Equity.

(a) Equity of employees or employee has many purposes and facets, difficult to determine and resolve.

(b) For personal development competition must be with one's self.

(c) Complete and public self-confidence must be developed.

(d) There is a continuous struggle between specialists and generalists. This must be resolved equitably.

(e) Seniority in itself is no grounds for promotion.



### 3. Programs for Development.

- (a) Skills must be on training levels.
- (b) Processes and programs must be integrated into work assignments.
- (c) Philosophy is how to ask the right questions in the right priority.

### 4. Training for Development.

- (a) On the job training.
- (b) Understudy training.
- (c) Agency training programs (TAM, Middle Management Training, etc.).
- (d) Group techniques - understudy assignments to different jobs, multi-management assignments.
- (e) Outside training, schools do not want people to attend if they are not prepared and competent to fully comprehend courses.

## III. SUMMARY OF DISCUSSION

The question was asked with respect to the retention of executives following selection and development. Retention is a subject within itself. In any proper retention program, you are bound to lose the best and, by the same token, you will lose the worst. The general tendency is to keep the middle group. Sometimes the objective of an organization can best be accomplished by rapid turnover of executives. We can have persons staying in the job too long, as well as too little. We need to develop job opportunities and career systems which will help the individual want to stay. Morale is a problem. How do we build morale? What increases morale? We must give worthwhile employees an opportunity for self-expression and an opportunity to do a good job. We must recognize ambition. Following a training course such as this, we must not forget the individual. The retention of good employees by agencies depends on the climate of the agency. The agencies should improve the climate or "esprit de corps" of their organizations to improve retention.

Can we get data on human resources, comparable to the data available for other resources? Human resources can be inventoried. However, it is not as simple as for most others. It is a challenge to recognize the genius. Is natural leadership born or can it be developed? Leadership is relative. Must analyze the type of leadership needed; cannot generalize. You must understand the executive function; must have leadership acceptance. Leadership is a cultural operation. The natural leader of a group of people lost in a swamp probably would differ from the natural leader for the same group if the group were to enter a joint business venture. Leadership can be trained.

Research studies in the selection of leadership bring out the following characteristics:

1. The ability to size up people correctly.
2. The ability to adjust to the variable situations.
3. The broad gauge approach.
4. Likeable.
5. Ability to work together.
6. Response to discipline.
7. Trustworthy.
8. Has the courage to talk to and for subordinates.

How do we distinguish between the political and career executives? Where do policies mesh together? The difference is primarily in the policy aspect. We can find proper explanation between the two. In the Federal positions, political executives with sharp professional understandings are desirable. Career executives with top-level understandings of the political problems and responsiveness are desirable. Political pressures vary by programs. The line of demarcation between the two is undecided. Many times the two concepts will overlap. Have to rationalize the technical and political responsibilities. The career executives must understand the political policies and be able to gauge public opinion.

In the British Civil Service System, the undersecretary positions are included in the merit system. This tends to mesh policies of the political and career executives better.

How can an organization or agency in the Federal Government withstand political pressures? There are many ways; the best way is for the agency to be aggressive in all its programs.

Coordinator: John W. Walker, Office of Budget and Finance

Summarizers: Heyward Taylor, Forest Service  
George E. Bradley, Agricultural Conservation Program  
Service



## PUBLIC RELATIONS

Jack Jackson

Bachelor of Science and Master of Education - the Agricultural Mechanical College of Texas. Taught vocational agriculture, served as a county agricultural agent and as radio editor for the extension service in Texas.

Director of agriculture, KCMO radio and TV station from 1947 to 1957. Director of public relations for the National Grange, 1957 to 1960. Executive Director of the Agricultural Hall of Fame since May, 1960.

### I. HIGHLIGHTS

Public relations is merely a process of building and maintaining public good will, or a good reputation. The foundation for good public relations consists of sound policies and programs in the public interest. Building and maintaining good will, after sound policies and programs in the public interest have been established, becomes a procedure of keeping the public informed of an agency's good work. This involves publicity and promotion.

Publicity: Is a matter of "telling" and involves use of tools of communications, such as: word of mouth, radio, TV, press releases, and other news media.

Promotion: Is a matter of "selling" a program or idea to gain public acceptance.

Public relations, in brief, involve policies, programs, telling and selling.

Public relation tools: Selection involves consideration of who, what, why, when, where, and how. The effectiveness of public relations is largely dependent on the foregoing. Therefore, careful consideration should be given to the tools selected and their proper use.

### II. DISCUSSION

Mr. Jackson stressed the point that the public image of agriculture - both the field in general and the Department - is very poor. He urged that the Department should encourage the general news media to present information on agriculture, its programs and problems rather than depending on agricultural news media.

Coordinator: John P. Skeffington, Federal Crop Insurance Corporation

Summarizers: Sheridan T. Maitland, Agricultural Marketing Service  
Olav Anderson, Foreign Agricultural Service



WORK GROUP PRESENTATIONS FOR  
SIMULATION EXERCISE 1/

A. Work Group Presentations.

Coordinator George W. Bierbower introduced workshop participants giving presentations for each of the three work groups on the simulation exercise "A Career Development Program."

Work Group No. 1's presentation was made by Edward M. Loweree.

Work Group No. 2's presentation was made by James E. Lee, chairman of the group, who introduced spokesmen for each of three sub-groups: John D. Blacken, Jack Hayes, and Gordon Livermore.

Work Group No. 3's presentation was made by John H. Rixse, Jr.

B. Over-all Critique.

Following the presentations, Joseph P. Loftus, Director of USDA's Office of Administrative Management, gave an over-all critique of the three presentations, and discussed generally the field of management development. →



↑ Carl A. Lindstrom  
Chief, Employment Branch  
Soil Conservation Service

C. Critiques of Each Work Group.

Critiques of each work group presentation were then given by the following USDA officials:

1/ See Exhibit E. in Appendix.



Mark M. Kirkham  
Office of the Secretary  
USDA



Edward P. Cliff  
Assistant Chief  
Forest Service

Comments on the presentations also were given by Raymond L. Randall, of the Civil Service Commission, a speaker at the morning session, who stayed as an observer of the afternoon's proceedings.

D. Workshop Evaluation. 2/

August Kehr, chairman of the workshop Evaluation Committee, presented a summation of an over-all workshop evaluation compiled by his committee from evaluations submitted by individual workshop participants.

E. Presentation of Certificates.

Certificates of Training were presented to workshop participants by Joseph P. Loftus, Director of USDA's Office of Administrative Management.

F. Closing Remarks and Adjournment.

Albert T. Greatorex, executive secretary of the TAM Work Group, and Workshop Director, delivered the closing remarks and the workshop adjourned.

Coordinator: George W. Bierbower, Agricultural Marketing Service

Summarizers: Jack Hayes, Office of Information  
Oliver Shipley, Library

2/ See Exhibit A in Appendix.

A P P E N D I X





MEMORANDUM TO AGENCY HEADS PRESCRIBING BASIS  
FOR PARTICIPATION IN TAM WORKSHOP

September 12, 1960

To: (Agency heads)

From: Ernest C. Betts, Jr., Director of Personnel  
Joseph P. Loftus, Director, Office of  
Administrative Management  
Co-Chairmen, TAM Work Group

Subject: Nominations for Washington, D. C. TAM (Training  
In Administrative Management) Workshop

The Secretary's Management Improvement Committee approved at the January 5, 1960 meeting the conduct of four one-week TAM Workshops for personnel in the Washington, D. C. - Metropolitan area.

The Third of the current series of TAM Workshops will be held during the period of October 16-21, 1960 at the Beef Research Station, Front Royal, Virginia.

Purposes of the Workshop

1. To assist those in management and supervisory positions to develop their skills and to strengthen their knowledge of sound management practices, and
2. To help them gain a broader understanding of the Department in terms of its agencies, functions, and programs.

Criteria for Participation

The following criteria for participation in the workshop have been established:

1. Employees should be serving in a position having considerable management responsibility for directing a phase of work, and
2. Employees should have demonstrated leadership ability or have potential ability in the executive field.
3. Employees should be generally in Grades GS-13 through GS-15.

### Agency Quota

Plans are being made to accommodate thirty-one inter-agency participants in the workshop. In an effort to provide equitable representation the following method for allocating agency quotas has been established:

Agency	*1-500 Full-time Employees One Participant	*500-1000 Full-time Employees One Additional Participant	*1000-3000 Full-time Employees One Additional Participant	*3000 Full-time Employees One Additional Participant
ACPS	1			
ARS	1	1	1	1
FCS	1			
FES	1			
FS	1	1		
SCS	1	1		
AMS	1	1	1	
CEA	1			
FAS	1	1		
CSS	1	1	1	
FCIC	1			
FHA	1			
REA	1	1		
OGC	1			
OAM	1			
OB&F	1			
OI	1			
LIB	1			
OP	1			
OP&O	1			
	20	7	3	1

\*Data based on Statistical Summary of Employment, June, 1960, Office of Personnel, "Inside Washington, D. C. - Metropolitan area."

### Nominations

You are invited to submit, based upon your agency quota and the criteria for participation, nominations for attendance in this workshop. It will be helpful if you will provide the following information for each of your nominees:

a) Name            b) Grade            c) Title            d) Office Address

It is suggested that agency nominations be forwarded to the Office of Personnel by September 28, 1960.



## LIST OF PARTICIPANTS

<u>Agency</u>	<u>Name, Position, and Division</u>
Agricultural Conservation Program Service	George E. Bradley Staff Assistant to the Administrator
Agricultural Research Service	Oren R. Neal Agricultural Administrator State Experiment Station Div.  Kelvin Dorward Chief Staff Officer for Surveys Program Development and Survey Staff, Plant Pest Control Div.  August Kehr Assistant Branch Chief Vegetables and Ornamentals Research Branch Crops Research Div.  Chester F. Borantenski Head, Fiscal Procedures Section Budget and Finance Div.
Farmer Cooperative Service	Stanley F. Krause Chief, Dairy Branch Marketing Division
Forest Service	Heyward Taylor Civil Engineer Transportation System Branch Division of Engineering
Soil Conservation Service	Claude S. Starr Agreements and Real Estate Property Office Administrative Services Division  William R. Moore Soil Conservationist Chief, Programming Branch Watershed Planning Division

<u>Agency</u>	<u>Name, Position, and Division</u>
Agricultural Marketing Service	Sheridan T. Maitland Labor Economist Farm Population and Rural Life Branch Agricultural Economics Div.
	George W. Bierbower Assistant Head, Facilities Section Inspection Branch Poultry Division
	Gordon Livermore Head, Systems and Programming Section, Data Processing Branch Statistical Standards Division
	Donald S. Matheson Assistant Chief Fresh Products Standards and Inspection Branch Fruit and Vegetable Division
Foreign Agricultural Service	Eugene T. Olson Special Assistant to the Director Agricultural Trade Policy and Analysis, Foreign Agricultural Analysis Division
	Olav F. Anderson Chief, Commodity Analysis Branch Market Development and Programs Fats and Oils Division
	Pauline B. Moore Acting Chief, Employee Development and Services Branch Management Division
Commodity Stabilization Service	John C. Ashton Deputy Director Internal Audit Division
	Malcolm W. Maclay Assistant to the Director Oils and Peanut Division
	James M. Davis Tobacco Marketing Specialist Tobacco Division

<u>Agency</u>	<u>Name, Position, and Division</u>
Federal Crop Insurance Corporation	John P. Skeffington Budget Officer Finance Division
Farmers Home Administration	James E. Lee Real Estate Loan Officer Real Estate Loan Division
Rural Electrification Administration	John H. Rixse, Jr. Assistant Chief Electric Engineering Division
	David M. Adison Assistant Chief Administrative and Loan Accounting Division
Office of Administrative Management	John D. Blacken Management Analyst
Office of Budget and Finance	John W. Walker Budget Examiner Allotments and Apportionments Division of Estimates and Allotments
Office of Information	Galen Yates Chief, Administrative Management Division
	John W. Hayes Assistant Chief of Press Service
Library	Oliver M. Shipley Librarian Reference Section
Office of Personnel	Edward M. Loweree Chief, Division of Investigations
Office of Plant and Operations	Samuel L. Gardiner Assistant Director Administrative Operations, Plant and Operations





UNITED STATES DEPARTMENT OF AGRICULTURE  
Washington, D. C.  
TAM (Training in Administrative Management) Workshop  
Virginia Beef Research Station  
Front Royal, Virginia  
October 16-21, 1960

PROGRAM AGENDA

Sunday, October 16, 1960

Evening Session  
7:00 - 9:30

"Welcome Address" . . . . . Mr. Albert T. Greator  
Executive Secretary  
TAM Work Group  
Workshop Director

"Background and Objectives  
of TAM" . . . . . Mr. Albert T. Greator

"Introduction of Participants". . . . . Session Coordinator

"Program Announcements" . . . . . Mr. Albert T. Greator

Monday, October 17, 1960

Morning Session

9:00 - 12:00

Announcements . . . . . Session Coordinator

"Broader Understanding of USDA" \* . . . . . Mr. Charles E. Wylie  
Assistant Director  
Office of Administrative  
Management, USDA  
Washington, D. C.

"This topic will cover the historical  
development of the U. S. Department of  
Agriculture; general description of the  
Department's structure and programs.  
Interspersed in this presentation will  
be discussions by participants."

Afternoon Session

1:00 - 5:00

1:00 - 3:00

"The Government Manager of  
Today and Tomorrow" . . . . . Mr. Clarence M. Ferguson  
Assistant Secretary  
Federal-States Relations  
U.S. Department of  
Agriculture  
Washington, D. C.

3:00 - 5:00

Committee Meetings and/or Work Group Meetings

\* Agency representatives will be called upon to supplement the remarks  
of the Guest Speaker, and assist him in answering questions relating  
to the Agency's structure and programs and supply further details on  
Agency operations as necessary.



4:00 - 5:00

"Evaluation of Workshop". . . . . Chairman, Evaluation  
Committee

"Presentation of Certificates". . . . . Joseph P. Loftus

"Closing Remarks and Adjournment". . . . . Albert T. Greatorex

## COMMITTEE ORGANIZATION

### ADVISORY COMMITTEE

The Advisory Committee worked closely with and assisted the Workshop Director in planning and organizing the daily activities of the Workshop. Also, the Committee established a library for use by Workshop participants.

<u>Membership</u>	<u>Agency</u>
Olav F. Anderson, Chairman	FAS
John P. Skeffington, Secretary	FCIC
Samuel L. Gardiner	OP&O
Oren R. Neal	ARS
Stanley F. Krause	FCS
Claude S. Starr	SCS
Gordon D. Livermore	AMS
John H. Rixse, Jr.	REA

### EDITORIAL COMMITTEE

The Editorial Committee was responsible for the compilation and editing of this Report of the Proceedings of the Workshop.

<u>Membership</u>	<u>Agency</u>
John D. Blacken, Chairman	OAM
Galen Yates, Secretary	OI
John C. Ashton	CSS
Eugene T. Olson	FAS
Kelvin Dorward	ARS
Chester F. Boratenski	ARS
Heyward Taylor	FS
William R. Moore	SCS
Sheridan T. Maitland	AMS
Malcolm W. MacLay	CSS
Edward M. Loweree	OP

### EVALUATION COMMITTEE

The Evaluation Committee was responsible for establishing methods and procedures for appraising the daily activities and the over-all effectiveness of the Workshop.

<u>Membership</u>	<u>Agency</u>
August E. Kehr, Chairman	ARS
Pauline B. Moore, Secretary	FAS
Donald S. Matheson	AMS
George E. Bradley	ACPS
David M. Adison	REA
John W. Walker	B&F

Thursday, October 20, 1960

Morning Session

9:00 - 12:00

"Human Relations and Motivation" . . . . . Dr. Arthur R. Laney, Jr.  
Assistant to Director  
of Personnel  
Washington Gas Light Co.  
Washington, D. C.

"This subject concerns itself with some of the fundamental concepts and principles on human relationships. Included will be a discussion of the needs, desires, and motivation of individuals. This subject will also reflect the influences of frustration and other emotional problems on productivity, leadership, and sound supervision."

Afternoon Session

1:00 - 5:00

1:00 - 4:00

"Creativity and Innovation". . . . . Mr. LeRoy Schneider  
Schneider Oil Company  
Roanoke, Virginia

"This topic will illustrate the importance of creativity and innovation in management. This presentation will highlight the necessity of not only keeping abreast of rapid changing technology and development, but for planning and looking ahead to the demands of the future. Techniques will be presented for developing ideas, of establishing a creative climate and attitude by management to increase efficiency and economy in operations within an organization."

4:00 - 5:00

Committee Meetings and/or Work Group Meetings



Friday, October 21, 1960

Morning Session

9:00 - 12:00

"Selecting, Developing, and  
Retaining Managers" . . . . .

Mr. Milton M. Mandell  
Head, Management Testing  
Unit, Standards Division,  
Bureau of Programs and  
Standards, U. S. Civil  
Service Commission  
Washington, D. C.

"This panel presentation will concern  
itself with various methods of identifying  
managerial and executive potential and  
techniques of appraising this potential.  
Discussion will also center on the concepts  
of training and developing the skills and  
knowledges of individuals possessing manager-  
ial and executive potential. In addition,  
there will be a combined discussion relative  
to factors to be considered in retaining  
managers."

Raymond L. Randall  
Advisor in Executive  
Development, Office of  
Career Development  
U. S. Civil Service  
Commission  
Washington, D. C.

Afternoon Session

1:00 - 5:00

1:00 - 4:00

"Work Group Presentations for  
Simulation Exercise" . . . . .

Joseph P. Loftus  
Director, Office of  
Administrative Management  
USDA  
Washington, D. C.

Mark M. Kirkham  
Office of the Secretary  
USDA  
Washington, D. C.

Edward P. Cliff  
Assistant Chief  
Forest Service, USDA  
Washington, D. C.

Carl A. Lindstrom  
Chief, Employment Branch  
Soil Conservation Service  
Washington, D. C.

## RECREATION AND SOCIAL COMMITTEE

Responsibility for exploring, planning, and arranging for recreation and social activities during the week of the Workshop.

### Membership

John W. Hayes, Chairman  
Oliver M. Shipley, Secretary  
James M. Davis  
George W. Bierbower  
James E. Lee

### Agency

OI  
Lib  
CSS  
AMS  
FHA

## REPORT OF THE EDITORIAL COMMITTEE

At its first meeting on Sunday evening, October 16, 1960, the Editorial Committee elected John D. Blacken, OAM, as its chairman, and Galen Yates, OI, as secretary; also a tentative plan of operation was decided upon. At its second meeting, the Committee completed its plans and assignments were made to Committee members.

In the preparation of this report, each address was summarized by a team of two Workshop participants. Each summary was, in turn, reviewed by members of the Editorial Committee. The session coordinators were responsible for obtaining pictures and biographical information from the speakers. The Committee received excellent cooperation from Workshop participants. The publication you are now reading is the combined effort of the Editorial Committee and all Workshops participants.

John D. Blacken, Chairman  
Galen Yates, Secretary



## REPORT OF THE RECREATION AND SOCIAL COMMITTEE

The participants appointed to the Committee met Sunday evening after the regular session of the Workshop and elected John W. Hayes, chairman, and Oliver M. Shipley, secretary. The Committee decided to inform participants of recreational facilities and to make plans for a party to be held before dinner Thursday evening, October 20. These plans met with the approval of the Workshop Director and the Advisory Committee. Plans for the party were unanimously approved by all participants and it was held Thursday afternoon as scheduled.

The Committee wishes to thank Galen Yates for helping make the party a success. Guests at the party included speakers and panel members from the Thursday and Friday programs.

John W. Hayes, Chairman  
Oliver M. Shipley, Secretary

## REPORT OF THE EVALUATION COMMITTEE

### I. PURPOSE

This report of the Third "Pilot" TAM Workshop in the Washington, D. C. - Metropolitan Area, prepared jointly by the members of the Evaluation Committee, appraises the daily activities and the facilities of this Workshop in meeting the objectives of TAM Workshops. Its contents are available to the Workshop Director for reference purposes, distribution, or such other uses as he deems appropriate. Copies also are being provided for distribution to the Workshop participants.

#### A. Objectives of the Workshop.

1. To assist those in management and supervisory positions to develop their skills and to strengthen their knowledge of sound management practices, and
2. To help them gain a broader understanding of the Department in terms of its agencies, functions, and programs.

#### B. Method of Evaluation. In preparing this Report, the Evaluation Committee used a composite of the opinions expressed by the participants in questionnaires and verbally throughout the course of the Workshop.

1. Questionnaires were completed by all participants at the first and at the last meeting to reflect opinions regarding the original approach to and their conclusions about the over-all program (Exhibits A and B).
2. In addition, the Committee developed and distributed, for completion at the close of each morning and afternoon session, a questionnaire on which each participant separately appraised the subject matter and the presentation by the speaker (Exhibit C).
3. Verbal evaluations were obtained on an informal basis, principally through voluntary comments and observations of Committee members.

### II. FACILITIES

The facilities of the Virginia Beef Research Station in general were adequate. The fact that the TAM Workshop was apparently the only group using the facilities, coupled with the isolation, provided a favorable climate for accomplishing the objective set up for the Workshop.

#### A. Meeting Rooms. Meeting rooms were available in sufficient number to accommodate effective small group exercises.

- B. Sleeping Quarters. Although initially the barracks quarters raised some question and many participants felt that such sleeping quarters interfered with adequate rest, it became evident that this was a most effective manner for becoming better acquainted. There can be no doubt that one of the most lasting and most valuable aspects of this Workshop was to meet and learn to know individuals from a broad representation of agencies of the Department. Barracks quartering further provided faster congregation for detailed committee assignments. In inclement weather, however, these facilities might be undesirable because of the distances between buildings.
- C. Food. The meals prepared and served cafeteria style on the premises under a catering arrangement, were unanimously evaluated as excellent, well-planned, and reasonable in cost. The food was served promptly while warm, moderately seasoned, in sufficient quantity, and the menu was varied. The good coffee provided at meals and at session breaks was appreciated.
- D. Typing Assistance. Although the limited typing services furnished were helpful, adequate arrangements should be made in future planning for sufficient typing assistance to enable participants to complete reports required of them.
- E. Social Event. The party prior to the evening meal on Thursday contributed to the over-all success of the conference. It provided an opportunity for the group to relax briefly from the heavy schedule to participate in the spirit of fun and puns.

### III. PARTICIPANTS

All participants showed an unusual degree of interest, cooperation, and willingness to work diligently as long as required on any or all assignments. The cooperative spirit was evidenced through the immediate blending together of participants with varied backgrounds into group efforts to contribute jointly and freely to the solution of specific problems.

Twenty-one of the thirty participants had no prior formal training in management.

### IV. WORKSHOP PROGRAM

The over-all program showed the results of careful and sound planning and organization to fulfill the Workshop objectives. Special commendation was unanimously given to the Workshop Director, Albert T. Greatorex, and a letter was prepared and presented to him (Exhibit D) by the Advisory Committee.



- A. General Program Evaluation. At the completion of the TAM Workshop, the participants felt the objectives of the Workshop had been met and that they had greatly benefited both personally and as applied to their jobs. They felt their time while attending the Workshop was properly utilized and that they were involved in sufficient work group activities. The opportunity to obtain a better understanding of the Department and its programs was rated as an important feature of the Workshop. In general, participants' knowledge of "Training in Administrative Management" doubled during the week of the training.

It was noted that during the week of the Workshop, no reference was made to the required reading material distributed to participants prior to arrival at the Workshop.

- B. Topics and Speakers. Group interest in the subject matter presented was high. Participants were in agreement that the Workshop covered, rather adequately, subject matter areas which were wanted, as indicated in a prior questionnaire (Exhibit A).

Subject matter of greatest interest as well as that found to be of greatest practical use on the job included decision making, creativity and innovation, and communications. Other topics which some participants would like to have seen developed to a fuller degree were public relations, writing emphasis in communications, legislative-executive relationships and a fuller coverage of Departmental functions.

Almost without exception, it was concluded that there was a balanced representation of speakers from academic, business, industry, and governmental backgrounds. In general there was an adequate opportunity to ask questions of the guest speakers, although some talks were too long and consequently general discussion was limited. Visual aids were, for the most part, well used, but additional aids would have improved some talks. A few slides in the first session lacked clarity. With but few exceptions, the speakers were effective and stimulating.

It was recommended that a full day be devoted to discussion and formal presentation of the over-all functions of the Department, and that participants be asked to present firsthand accounts of the work of their respective agencies and staff activities. One of the high spots of this Workshop was the impromptu presentation by Mr. Eugene Olson of one aspect of the functions of FAS.

- C. Special Assignments. The special assignments required that each participant serve on at least one committee, participate with one of the three work groups for the simulation exercise, and serve as either coordinator or a summarizer for one session. This heavy load was considered by the majority to be of invaluable experience. Although some participants felt it unwise to be so restricted, everyone agreed that time at the Workshop was well utilized.

The simulation exercise was built around the theme of developing a Career Executive Training Program for the Department. The participants had varied opinions on the value of the simulation exercise. More than 80 percent of the participants believed the simulated problem to be a highly valuable experience in that it brought together varied backgrounds to discuss a common problem, acted as a training device to put into actual practice the many facets of management, and gave a better appreciation of the problems faced by the Department in developing executives. Only 8 percent had an adverse reaction and would have preferred the time be spent in other types of training. About 12 percent were noncommittal. In general, it was recommended that the simulation exercise be continued in future Workshops. This exercise acts as a core upon which the rest of the program revolves and provides an opportunity to practice many of the methods and techniques presented in the formal part of the program.

The reference matter provided to the group for use in developing the simulation exercise was helpful.

Subjects suggested for other simulated exercises are as follows:

1. Preparation of material for presentation before Congressional Committees.
2. Implementation of legislation through drafting of regulations, instructions, and the necessary machinery for putting legislation into effect.
3. Reorganization of Department agencies to meet new program need.
4. Revised Performance Rating System.
5. Implementation of a New Benefit Program affecting Departmental employees (as did New Health Benefits Program).
6. Let people spend time applying what they learn to their own office problems.
7. Keep same subject.
8. Organization of an emergency food supply organization in the event of a nuclear attack or other emergency.
9. Devise methods of close liaison with private agricultural groups, farmers, and farm organizations in lieu of public advisory committees.

10. Simulate the transfer of the Department headquarters to a city in the Midwest. Describe the problems, advantages, and disadvantages that might result from such a move, and selection of a site.

The special time allotted on a few occasions between morning and afternoon sessions was of great value in initiating and planning for committee and work responsibilities later in the evening.

Respectfully submitted:

Evaluation Committee

<u>Name</u>	<u>Agency</u>
August E. Kehr, Chairman	ARS
Donald S. Matheson	AMS
George E. Bradley	ACPS
David M. Adison	REA
John W. Walker	B&F
Pauline B. Moore, Secretary	FAS



QUESTIONNAIRE  
FOR  
WASHINGTON, D.C., TAM WORKSHOP

1. List three benefits you expect to receive from this training?  
(Explain)
2. What do you feel to be the weakest area(s) in your knowledge of management? (Explain)
3. Why were you selected by your agency to attend this TAM Workshop?

QUESTIONNAIRE  
FOR  
WASHINGTON, D.C., TAM WORKSHOP

Key:  
Rating Factors    1=Poor  
                      5=Average  
                      8=Good  
                     10=Excellent

Note:

1. Circle (0) each numerical factor of your choice.
2. If you feel, in rating the following questions, that your reaction is above or below the numerical factor shown please use a plus (+) or a minus (-) sign after the factor selected.

PART I

1. Do you feel the objectives of the TAM Workshop were met?

Points	1	3	5	8	10
	Poor				Excellent

Comment:

2. Rate your previous (before this workshop) understanding of the "Training in Administrative Management Program?"

Points	1	3	5	8	10
	Poor				Excellent

Comment:

3. Rate your present knowledge of the "Training in Administrative Management Program?"

Points	1	3	5	8	10
	Poor				Excellent

Comment:

4. Do you have a better understanding of the Department and its programs than you did when you first came to this TAM Workshop?

Points	1	3	5	8	10
	Poor				Excellent

Comment:

5. To what extent do you feel the group has been interested in the subject matter presented?

Points	1	3	5	8	10
	Poor				Excellent

Comment:

6. Do you feel the subject matter discussed in this TAM Workshop has benefitted you personally?

Points	1	3	5	8	10
	Poor				Excellent

Comment:



7. Do you feel the subject matter discussed in this TAM Workshop can be applied to your job?

Points	1	3	5	8	10
	No Benefit			Great Benefit	

Comment:

8. Did the Workshop cover the subject matter areas you wanted discussed?

Rate	1	3	5	8	10
Not At All					
All of Them					

Comment:

9. Do you think the Workshop participants were involved in the sufficient work group activities?

Rate	1	3	5	8	10
	Insufficient				Sufficient

Comment:

Rate	1	3	5	8	10
	Poor				Excellent

11. What is your reaction as to the balance of guest speakers (number of Academic, Business, Industry and Government) appearing in this program?

Rate	1	3	5	8	10
	Poor				Excellent

12. Rate the utilization of time of participants while attending this workshop?

Rate	1	3	5	8	10
	Poor				Excellent

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13. Do you feel you had sufficient opportunity to ask questions of the guest speakers?

Rate	1	3	5	8	10
	Poor				Excellent

Comment:

14. Rate the use of visual aids in this program?

Rate	1	3	5	8	10
	Poor				Excellent

Comment:

15. Rate the over-all effectiveness of the speakers appearing in this workshop.

Rate	1	3	5	8	10
	Poor				Excellent

Comment:



## PART II

1. A. Indicate the two subject matter topics you found most interesting to you personally. List the two topics in order of their interest value.
    - 1.
    - 2.
  - B. Indicate the two topics you found most useful or practical to you on your job. List the two topics in order of their practical value.
    - 1.
    - 2.
  - C. What topics do you feel should be covered that were not covered. List in order of preference.
- 
2. Listed below are some of the teaching methods used in the TAM Workshop.
    - a. Lecture
    - b. Lecture with Group Discussion
    - c. Lecture with Work Group Assignments
    - d. Lecture with Role Playing
    - e. Panel Method
    - f. Simulation Exercise
    - g. Recordings
    - h. Movies
    - i. Other
  - A. Indicate the two teaching methods in the above list which made the topics most interesting to you personally. List the names

of the two methods in order of their interest value.

1.

2.

- B. Indicate the two teaching methods you found that made the topics most useful or practical to your job. List the names of the two methods in order of their practical value.

1.

2.

- C. Indicate the two methods you feel should have been used more often?

1.

2.

3. What improvements would you recommend for strengthening the TAM Workshop.

A. Physical Facilities

B. Program Agenda

C. Method of Conduct

D. Others: Identify and Comment

## EVALUATION SHEET

Subject: \_\_\_\_\_

Speaker: \_\_\_\_\_

AM

PM

Date: \_\_\_\_\_ Time: \_\_\_\_\_

## I. To what degree was the SUBJECT MATTER:

A. Expanded and Covered?.....

B. Of Interest?.....

C. Appropriate or Timely?.....

D. Understandable?.....

Ex.	Good	Fair	Poor

## II. To what degree did the SPEAKER:

A. Organize his use of time?.....

B. Present a logical sequence?.....

C. Stimulate questions?.....

D. Give answers to questions?.....

E. Hold audience interest?.....

Ex.	Good	Fair	Poor

## III. What were the strong points of this presentation?

## IV. What were the weak points of this presentation?

Front Royal, Virginia  
October 21, 1960

Mr. Ernest C. Betts, Director  
Office of Personnel  
and  
Mr. Joseph P. Loftus, Director  
Office of Administrative Management  
U.S. Department of Agriculture  
Washington, D. C.

Dear Mr. Betts and Mr. Loftus:

We, the participants in the TAM workshop October 16-21 at Front Royal, Virginia, feel that the workshop was most effective and worthwhile.

We feel that a large share of the workshop's success was due to Al Greatorex, who showed positive leadership qualities in getting the participants to start the ball rolling on a "do-it-yourself" basis. He knew just how much help to give, without giving too much, towards making the week's experience a real workshop.

At the same time, we feel that Al was frequently overburdened with a mass of administrative detail -- getting the mail, going to town to buy needed items for participants, arranging to have newspapers delivered, etc. -- many of which could well be handled by an assistant.

Therefore, we wish to commend Mr. Greatorex, and to have this letter entered in his personnel file.

At the same time, we recommend he be given an assistant for the purpose of helping him in operating future TAM workshops.

Finally, we thank the Office of Personnel and the Office of Administrative Management for having made available to us the training and exposure to new ideas this week. It has been a pleasant, and, above all, a profitable experience.

(S i g n a t u r e s   o f   t h e   3 0   "s t u d e n t s"  
a f f i x e d   h e r e.)



## SIMULATION EXERCISE

### Career Development Program for the U. S. Department of Agriculture

The Secretary of Agriculture has contracted with the X Co., the Y Co., and the Z Co., management consultants, to each formulate and recommend a Career Development Program for selected executive-type positions in the Department of Agriculture. Reports of each consulting firm are to be presented to an evaluation committee on October 21, 1960.

You, as a member of a committee working on the simulation exercise, will be assigned to one of the consulting firms working on this project and will assist in the preparation of its report.

Each consulting firm has been given specifications which have for their purpose the establishment of a planned and systematic career development program for the most effective placement of candidates and to initiate and maintain a system which will provide an adequate reserve of career executives to meet the needs of program development in the Department.

Specifications to be observed in developing the program are as follows:

1. Review organizational patterns to provide a reasonable number of generally similar positions in succeeding higher grades and avoid unnecessarily fine classification distinctions. Each consulting firm may within its discretion determine the range of grade levels and job categories to be given consideration in the report.
2. Consistent with good management practices, establish career ladders across agency, functional and geographic lines so that employees will get the broadest knowledge and perspective of agency operations and programs.

3. Recommend machinery and methods that will select, produce, and retain an adequate and available supply of qualified personnel for the purposes of the program, including an outline of a training program for the selected grade levels and job categories to insure the broadest development of personnel.

The report of each consulting firm shall include provision for:

1. Qualification guides and standards
2. System for selection (appraising performance and potential)
3. Training and development plan
4. Interagency transfers
5. Method of evaluation
6. The need for a career executive roster

WORK GROUPS FOR SIMULATION EXERCISE

<u>NAME</u>	<u>AGENCY</u>
<u>WORK GROUP NO. 1:</u>	
Heyward Taylor (Chairman)	FS
Oren R. Neal	ARS
Chester F. Boratenski	ARS
George W. Bierbower	AMS
Eugene T. Olson	FAS
John C. Ashton	CSS
John P. Skeffington	FCIC
David M. Adison	REA
Galen Yates	INF
Edward M. Loweree	PERS
<u>WORK GROUP NO. 2:</u>	
James E. Lee (Chairman)	FHA
Kelvin Dorward	ARS
Stanley F. Krause	FCS
William R. Moore	SCS
Glenn F. Suter	AMS
Olav F. Anderson	FAS
Malcolm A. MacLay	CSS
John D. Blacken	OAM
John W. Hayes	INF
Samuel L. Gardiner	P&O
<u>WORK GROUP NO. 3:</u>	
John H. Rixse, Jr. (Chairman)	REA
George E. Bradley	ACPS
August Kehr	ARS
Claude S. Starr	SCS
Sheridan T. Maitland	AMS
Donald S. Matheson	AMS
Pauline B. Moore	FAS
James M. Davis	CSS
John W. Walker	B&F
Oliver M. Shipley	LIB

INDIVIDUAL ASSIGNMENTS  
for  
PARTICIPANTS

ASSIGNMENTNAMESunday, October 16, 1960Evening SessionCoordinator 1/

Heyward Taylor

Summarizers 2/Oren R. Neal  
Donald S. MathesonMonday, October 17, 1960Morning Session

Coordinator

George E. Bradley

Summarizers

John C. Ashton  
Claude S. StarrAfternoon Session

Coordinator

David M. Adison

Summarizers

Stanley F. Krause  
John H. Rixse, Jr.,Tuesday, October 18, 1960Morning Session

Coordinator

Kelvin Dorward

Summarizers

William R. Moore  
Edward M. LowereeAfternoon Session

Coordinator

Galen Yates

Summarizers

August Kehr  
John D. Blacken



ASSIGNMENTNAMEWednesday, October 19, 1960Morning Session

Coordinator

Samuel L. Gardiner

Summarizers

Chester F. Boratenski  
Eugene T. OlsonAfternoon Session

Coordinator

John P. Skeffington

Summarizers

Olav F. Anderson  
Sheridan T. MaitlandThursday, October 20, 1960Morning Session

Coordinator

Malcolm W. Maclay

Summarizers

Glenn W. Suter  
David M. AdisonAfternoon Session

Coordinator

James E. Lee

Summarizers

Mrs. Pauline B. Moore  
James M. DavisFriday, October 21, 1960Morning Session

Coordinator

John W. Walker

Summarizers

Heyward Taylor  
George E. BradleyAfternoon Session

Coordinator

George W. Bierbower

Summarizers

John W. Hayes  
Oliver M. Shipley

Note:

- 1/ The person designated as coordinator will introduce all speakers appearing in the Workshop during the program session to which assigned. In addition, he or she will act as discussion leader, if desired by the guest speaker, when discussion periods are scheduled.
- 2/ The persons designated as summarizers will prepare a digest of the materials presented by guest speakers and summarize the activities of the program session to which assigned. The Editorial Committee will prescribe, during the Workshop, the scope and format of such reports.

- - - -

Biographical sketches and other information concerning guest speakers will be presented to session coordinators at the Workshop.



